

Vital Data Required for Funding

Enrollment, reported by course, is related to programs on the CTE Program List. For a current list of CTE programs and courses, please see the CTE Program Codes and Titles section of this handbook. The CTE Program List, along with the average student counts of 40th and 100th day course enrollments, is the basis of the State CTE enrollment funding formula.

Program enrollment is used to determine which programs are expected to submit Concentrator and Placement reports. Concentrator and Placement reports are necessary to determine if a program is an approved program. Every year, Concentrator Verification reports and Placement Verification reports must be created online by the school district, printed, signed, and mailed to CTE.

The CTE Section staff reviews and processes the completed course and program enrollment records as they are submitted. Verification reports are sent to districts for signatures (any changes/corrections must be resubmitted prior to mailing signature pages) and must be returned to CTE confirming reported data is accurate as submitted.

In some cases, CTE issues reports to districts that identify needed corrections and require a resubmission of enrollment data. Throughout the year CTE Section staff reviews the accuracy of reported enrollment and performance data through proactive technical assistance, program monitoring, and data quality review visits conducted at local school and district sites.

All CTE enrollment and performance measures reporting are submitted electronically. There are two methods of electronic submission:

- Email text file attachment to: CTEDataCollection@azed.gov
(file attachment must be in ASCII text format). Website address for ASCII format:
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/CourseEnrollment.asp>
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/CourseEnrollmentArticulated.asp>
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/ProgramEnrollment.asp>
- Online Data Collection website: <http://www.ade.az.gov/PerfMeasures/splash.asp>.
The online system requires a district to Login with a unique CTE-assigned UserID and Password to the Performance Measures system. The online data collection can be used to enter course enrollment, program enrollment, student Concentrator and student Placement data.

Online User Manuals for enrollment, Concentrator and Placement data submissions are located at: <http://www.ade.az.gov/cte/DIG/>.



This Data Reporting section is organized according to the annual cycle of CTE reports. This cycle includes:

Course Enrollment Reports (VOCI 11-1 and VOCI 11-2, error reports)

40th Day Enrollment Report (original submissions and verification reports)
100th Day Enrollment Report (original submissions and verification report)
Course Enrollment Master Print Report (**VOCI 21**) (the combined 40th and 100th Day Course Enrollment submissions)
FY200X 100th Day Alignment Report

Program and Performance Measures Reports

Program Enrollment Report (**VOCI 25**) (original submissions and verification reports)
Program Enrollment Master Print Report (**VOCI 26**)
FY200X End of Year Alignment Report
Concentrator Reports
Placement Reports

The following vital criteria all affect CTE funding:

Approved Programs

On July 1, 2008, The Arizona State Board of Education approved the Arizona Five Year State Plan for the Carl D. Perkins Career and Technical Education Act of 2006.

“Approved” and “active” program are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at <http://www.ade.az.gov/cte/CurriculumFramework/> or in the “Codes and Titles” section of the April 2007 Secondary CTE Resource Handbook, *The Handbook*, available at <http://www.ade.az.gov/cte/careerpathways/Handbook/>
2. Teaches all the State-designated program “standards” (See definition page 53 of this publication)
3. Specified on the current CTE Program List (See page 55 of this publication.)
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.ade.az.gov/cte/Certification.asp>
5. Evaluates program performance annually (see page 37 of this publication) and meets or exceeds established State Performance Measures
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at <http://www.ade.az.gov/cte/guides/>*
7. Requires student participation and Career Exploration for grades 7-9
8. Requires Career & Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area.

*An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program.

Work-based learning methods include cooperative education and internships. Both methods have eligibility requirements.

Certified Teachers

Only Career Preparation courses that are part of an approved program and taught by an appropriately certified teacher will generate state funding for 11th and 12th grade students. The proper certifications, endorsements, and approvals necessary for each program and course are listed in the Coherent Sequence and Certification section of this handbook. Students may also attend CTE courses at a local community/other college (articulated courses). The community/other college teacher must also be appropriately certified or licensed.

Notification of Intent (NOI)

The CTE Section has developed a *Notification of Intent* form used to notify the CTE Section when districts intend to implement a new CTE program. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date (?) and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by January 1 each year are available at: <http://www.ade.az.gov/cte/Forms.asp>. When a district submits an NOI, the approval may be pending meeting certain conditions or circumstances. A Birth Date will be entered into the Program Profile Table.

An NOI will only be required when a district plans to:

- Offer a new program or option
- Introduce an existing program that has gone two consecutive years without course enrollment or
- Offer a program that has been previously disapproved

An Active program is moved to the Non-Active list when an inactive date is assigned to the program. For example, when an Active program with good performance is identified as being *replaced* by a new program on an NOI form there are several implications:

- Program replaced is tagged as "Inactive" of the current year and it moves to the Non-Active list on the Program Profile Table
- District may submit Concentrators who leave school in the current year
- District does not identify any offerings in inactive program CIP code in the BG application due May 31st the next fiscal year
- Placements may be reported for the previous year's Concentrators
- District does not report enrollment for inactive program's CIP code in the next school year

If an active program fails to provide the essential elements annually, the program and its funding will be declared inactive by CTE. The program moves to the Non-Active list on the Program Profile Table. The Program Profile Table includes one re-birth cycle. No further reporting is expected or accepted from that program.

For questions regarding the Program Profile Table, please email Penny Legge, Secondary Accountability Specialist, email Penny.Legge@azed.gov.

Program Outcomes

Schools with an active program in the Program Profile Table should submit Concentrators and Placements every year that the program is active. The Arizona State Board of Education approved a State accountability system that measures CTE program performance using a series of Performance Measures that include Concentrators and Placements. The Perkins Act emphasizes state and local accountability. It establishes comparable student definitions and measurements for all CTE programs and is based on expectations that student performance will improve each year. This continuous improvement is expected in six core areas of emphasis, including:

- Academic standards attainment
 - Reading
 - Math
- Technical skill attainment
- School completion (Graduation and GED)
- Graduation rates
- Placement rates and
- Nontraditional students
 - Participation
 - Completion

ADE Inactive Programs

If a program (and its associated courses) does not provide the essential elements required by the Arizona State Board of Education, the program and its funding will be inactivated by CTE. The program may be inactivated by ADE for many different reasons. For a complete list of these reasons, please see the **Secondary Guidelines for Performance Measures and Program Evaluation** at <http://www.ade.az.gov/cte/DIG>.

Articulated Courses and Shared District Instruction

An Articulated Course is a course taken by a student attending a school in another district, or a community college or a skill center. **These students are to be reported separately on the home school's report.** Monies from the CTE State Block Grant Funding for articulated students are generated to the home district.

Shared District Instruction (SDI) is when a student attends another school within the same district.

If you have questions, please contact the CTE Grants Management Information Systems Section for assistance:

Information Technology Specialist	Donna Kerwin	(602) 542-7881
Education Program Specialist	Steve Saline	(602) 542-5566
Administrative Services Officer	Jet Wilson	(602) 542-5486
Enrollment Specialist	Della Hofer	(602) 542-5711

or email: CTEDataCollection@azed.gov